DOCUMENT RESUME

ED 166 387 CE 019 071

TITLE	Handbook for Bilingual Vocational Materials Development.
INSTITUTION	Development Associates, Inc., Arlington, Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Oct 78
CONTRACT	300-77-0391
NOTE	44p.; For a related document see CE 019 070 ; Best copy available
AVAILABLE FROM	Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204 ($3.95, plus $0.95 per order)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Bilingual Education; *Curriculum Development; *Instructional Materials; Learning Activities; *Material Development; Models; *Non English Speaking; Second Language Learning; Teaching Methods; *Vocational Education

ABSTRACT

One of two publications developed to facilitate bilingual vocational training, this handbook is intended to assist instructional materials developers and teachers in designing or adapting existing materials for selected-language speakers and vocations. (CE 019 070 contains a guide for assisting decision makers in determining priorities for development of materials needed for bilingual vocational training programs.) This handbook has been divided into five sections. The first section contains a single instructional unit (taken from a seventy-five-unit Nursing Assistant course) which was selected to illustrate the developmental process and to serve as a model for producing similar units. This model unit contains vocational exercises, vocational English pattern practice drills, and special bilingual vocational exercises. A detailed explanation of the process used in developing the model unit is found in the second section. In addition to explaining the basic concepts related to materials development, section 2 describes the vocational and English language materials used in the unit, emphasizing the way integration of the two was achieved. Special suggestions are included for the development of bilingual vocational exercises which effectively combine the vocational, English, and native language of the course. Section 3 provides a list delineating the step-by-step procedure to be followed in developing a unit. Section 4 provides additional vocational English exercises for beginning units, and section 5 explains transitional approaches for advanced units. A checklist for assessing the adequacy of materials is also provided. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166387

HANDBOOK

FOR

BILINGUAL VOCATIONAL MATERIALS DEVELOPMENT

Prepared for:

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

Prepared by:

DEVELOPMENT ASSOCIATES, INC.
2924 Columbia Pike
Arlington, Virginia 22204

October 1978

CE 019 071

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

Peter B. Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Developed pursuant to Contract No. OE-300-77-0391
by Development Associates, I.

A project funded by the United States Office of Education
under Part I - Curriculum Development in Vocational and
Technical Education, Vocational Education Amendments of 1968,
Public Law 90-576
1978

This document is a companion piece to "A Guide to Decision Making For Bilingual Vocational Materials Development."

This printing does not constitute publication.
For permission to reproduce please contact
Development Associates, Inc.

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states: "No person in the United States, shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Therefore, the Vocational Education program, like all other programs or activities receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

The project presented or reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

PREFACE

Addressing the problem of high unemployment among limited English-speaking persons, Congress has pointed out that:

> ... one of the most acute problems in the United States is that which involves millions of citizens, both children and adults, whose efforts to profit from vocational education are severely restricted by their limited English-speaking ability because they came from environments where the dominant language is other than English; that such persons are therefore unable to help to fill the critical need for more and better educated personnel in vital occupational categories; and that such persons are unable to make their maximum contribution to the Nation's economy and must, in fact, suffer the hardships of unemployment or underemployment.*

In accordance with legislation designed to remedy this situation and in response to these needs, Development Associates, Inc., has developed two publications to facilitate bilingual vocational training: a Guide for decision makers and this Handbook for developers of instructional materials. The effective use of these two publications, it is hoped, will alleviate barriers to employment for limited English speakers.

The Guide is designed to assist decision makers at the local, state, and national level in determining priorities for development of materials needed for bilingual vocational training programs. The Handbook assists materials developers and teachers in designing or adapting existing materials for selected language speakers and vocations.

Bilingual vocational training provides underemployed or unemployed limited English speakers with job skills using both the languages of the learners and English. The learners' languages are used in the training to facilitate greater effectiveness in learning job skills and their use is gradually phased out as more and more English language skills are acquired. The learners enter a course as limited English speakers and exit with sufficient occupational and verbal skills to perform specific jobs.

However, since bilingual vocational training is a relatively new field of endeavor, there is a paucity of existing instructional materials. Effective bilingual vocational training integrates the expertise of vocational and bilingual educators, and English as a second language (ESL) specialists. It is to professional materials developers and instructors in these fields that the Handbook is directed. The information contained in this publication is specific and practical and assumes the readers background in one or more of the aforementioned fields.

---

*Public Law 94-482, Title I, Part B, Subpart 3, Section 181.

ACKNOWLEDGEMENTS

The importance of providing adequate bilingual vocational instructional materials for the thousands of limited English speakers throughout the Nation highlights the need for a handbook of this kind. Complying with the Congressional mandate, the Office of Education and especially Mary Marks and Doris Gunderson and their dedicated staff deserve credit for conceptualizing and specifying the very practical nature of this guide designed to help materials developers in their task of producing the needed instructional texts.

A handbook of this kind depends upon the experience, insight, suggestions and contributions of numerous individuals - vocational teachers, English language instructors, program administrators, state and local government officials and a host of specialists and scholars who, through the years, have articulated with growing clarity their understanding of human behavior and how individuals learn and master new performance skills and English as a foreign or second language.

The professional staff of Development Associates were encouraged to visit, observe and interview numerous staff and participants of bilingual vocational projects throughout the country. Literally hundreds of individuals, too numerous to mention each by name, visited with the staff and made suggestions, many of which have been incorporated directly within the pages of this Handbook. The projects which graciously hosted the staff include:

The Vocational Education and Extension Board of Nassau County (Long Island, NY), The Board of Cooperative Educational Services of Nassau County (NY), The China Institute of America (NYC), The Chinatown Manpower Project, Inc. (NYC), The American Council for Emigres in the Professions (NYC), Bronx Community College, Continuing Education University (NY), Crystal City Independent School District (TX), San Francisco Community College Skills Center (CA), the University of California Dental School at Los Angeles (CA), DeAnza College Bilingual Center (Sunnyvale, CA), and Arlington Public Schools Bilingual Vocational Project (VA).

In addition to first hand visits to the above projects, a number of different surveys were sent out to Office of Education funded (Part J.) programs. Short survey instruments, each sent out to less than nine recipients, were addressed to administrators, instructors and trainees. Special thanks are due those who took great care in describing their programs and expressing their concerns and opinions about texts they used and additional materials needed. In addition to the sites personally visited and listed above, others who sent in carefully prepared responses included:

Ramah Navajo Adult Education Center (NM), Little Wound Bilingual Training Project (Kyle, SD), The Emergency Medical Technicians Program (TX), Texas Woman's University (Denton, TX), Culinary Arts Program (New Orleans, LA), Miami-Dade Community College-New World Center Campus (Miami, FLA), the Canadian Valley Area Vo-Tech School District No. 6 (El Reno, OK), Bilingual Vocational Training (Albertson, NY), and Bangor Community College (Bangor, ME).

Essential to the production of this Handbook was the need to validate the usefulness of the approach and the practicality of the procedures exemplified and explained for producing bilingual vocational instructional

materials. It was necessary to find teachers and materials developers who would be willing to volunteer time to study the Handbook and utilize it in producing actual usable bilingual vocational units of their own. A group of very dedicated teachers of vocations and/or English as a second language working in Arlington County, Virginia,gave of their time and expertise to review, use and make many suggestions for the improvement of the first version of the Handbook. These included: C. Thomas Crabtree, Nancy Raven, Mary Ellen Mehler, Lee Hitchcock Lacy, Beth Lord, and Steve Callender. Due to their diligence, numerous changes were made and their creative suggestions are reflected throughout the Handbook. A great deal of gratitude is owed to them for clearing up ambiguities, making the text more usable and practical for accomplishing the purposes for which it has been designed.

Upon making the changes suggested by the specialists named above, a second iteration was made possible by Connie Valdez, Assistant Dean of Northern New Mexico Community College, bilingual vocational specialist and professor of curriculum design for such programs. Ms. Valdez was able to recruit 6 teachers in New Mexico who were actively engaged in bilingual vocational instruction. This group of teachers, Lorenzo Gonzalez, Levi Valdez, Leroy Virgil, Carlos Ortega, Cora Salazar and Bonita Martinez, while using the Handbook found it possible to produce units of instruction following the "model" unit included. They took great care to point out little problems as well as making many suggestions concerning the overall design of the text.

The New Mexican and Arlington teachers made substantive changes and deserve to be considered as co-contributors together with the staff who designed the text. To the extent their suggestions were correctly interpreted and utilized in revising the text, the Handbook reflects an approach which is practical and usable for the professional materials developer and for teachers who must develop their own instructional units and texts.

Special recognition must go to Mary Galvan and other professionals who have both directly and indirectly made contributions to this text. Dr. Galvan has been a consultant to the Part J Projects. Her own views and professional expertise are reflected in programs throughout the country and, in turn, were shared with our staff by members of projects with whom she had worked. The "transition" chart showing the relationship of English to the language of the learner included in the Handbook was attributed to Dr. Galvan by some of those who had attended a conference in Texas where she spoke. We are much indebted for these insights.

Members of the staff deserve special recognition for their work to create a usable product incorporating the best of present curriculum development theory and practice with the specific needs of bilingual vocational programs: developers of survey questionnaires, Allen Boneau and Howard Fleischman, and researchers into the "state of the art" and practices throughout the country, Beth Arnow and David Holdzkom, provided considerable insight and background for the development of the Handbook. Very special appreciation goes to Nancy Holland who has shaped, written and directed the production of the Handbook as it presently exists. Carmen Maymi, Corporate Officer in charge of the project,has had substantive input related to sex-equity and cultural sensitivity and has been a constant encouragement throughout the project.

Special mention and thanks must go to Ruth Petkoff, the vocational curriculum coordinator for Arlington County, Virginia,for her insights and constant thrust toward the practical. As a consultant to the project, she

has gently, though firmly, insisted that the Handbook be usable by those actually engaged in bilingual vocational instruction and that the end-product - the real test of effectiveness - be that the trainees using materials produced in accord with the model unit in the Handbook become JOB-READY as a result of such instruction.

Behind the scenes but of invaluable contribution, Warren Chapman did basic research, handled logistics, facilitated production, and substantively enhanced every aspect of the creation of the Handbook.

A special and warm debt of gratitude is felt for the dedication of Myriam Dilawari in translating the Spanish portions of the text, typing and producing the many drafts and finally, this version of the Handbook.

Robert E. Maston, PhD
Project Director

INTRODUCTION

Materials developers and instructors who develop or adapt instructional materials have had limited opportunity to prepare materials to meet the special needs of bilingual vocational training. In order to assist in meeting this critical need the Handbook has been designed to provide materials developers and teachers with a process to use in developing or adapting written materials for bilingual vocational training.

THE PLAN OF THE HANDBOOK

For ease in using the Handbook the text has been divided into three components:

- THE MODEL
- EXPLANATION OF THE MODEL AND PROCEDURES
- SPECIAL APPROACHES

A single instructional unit, Unit 8, of a 75 unit Nursing Assistant course, was selected to illustrate the process used to develop a bilingual vocational unit of instruction which can serve as a "model" for producing similar units. The model unit, containing vocational exercises, vocational English pattern practice drills, and special bilingual vocational exercises is easily identified in the Handbook since it has been printed on blue paper.

A detailed explanation of the process used in developing the model unit is found in the subsequent section. In addition to explaining the basic concepts related to materials development, the vocational and English language materials used in the unit are described in detail, emphasizing the way integration of the two relatively diverse fields was achieved. Special suggestions are included for the development of bilingual vocational exercises which effectively combine the vocational, English language, and native language components of the course.

The subsequent section contains an example of a special approach to bilingual vocational exercises. The "United Nations Exercise" is particularly applicable to classes comprised of more than one language group.

As trainees develop proficiency in English, transitional materials are needed. In the following section, "Transitional Approaches to Advanced Units" a technique referred to as "glossing" is recommended as an efficient method of translating selected words and phrases.

In order to determine the suitability of materials to bilingual vocational training purposes a checklist for assessing the adequacy of materials has been provided.

The effective utilization of the Handbook in developing adequate bilingual vocational materials depends upon three types of competencies:

Vocational expertise is needed to provide the skill analysis and task breakdown for materials development or to provide expertise in the selection and adaptation of vocational materials. In many instances a task analysis has already been done and the development of materials is a matter of adapting them to

bilingual purposes. It will be the responsibility of the vocational specialist to identify the technical vocabulary and English phrases essential to performing the task.

English language expertise is needed to create the necessary exercises to ensure mastery of the vocational English objectives of the course. Helping limited English speakers learn sufficient English to function in an English-language environment demands the knowledge and skills of the professional who specializes in the teaching of English as a second language (ESL).

Bilingual expertise is essential to determine the ways the native language should be used in the materials. Specialized English vocabulary and phrases may necessitate unique skill in translation or interpretation. Bilingual specialists, familiar with the language of the learner and English, need to be acquainted with the skills being taught. However, they need not be competent in the performance of the skills.

Since these three competencies are necessary for developing materials, a team approach appears reasonable. The team, at a minimum, should consist of a vocational instructor and an ESL instructor knowledgeable of the native language of the learners as well as English. The vocational instructor will select the performance skills to be mastered. The ESL instructor, using the vocabulary and phrases identified by the vocational instructor, will create vocational English exercises. After the materials have been prepared, the native language translations are provided.

In some instances the vocational specialists may be bilingual and have special training in ESL. In this case, one individual could do all of the materials development. In other instances, the vocational teachers may be bilingual and work closely with the ESL instructor who may not be familiar with the skill demands of the job.

SUGGESTED USE OF THE HANDBOOK

To become acquainted with this Handbook, the reader may find it helpful to follow these steps:

1. Review the contents of the entire Handbook.
2. Study carefully the model unit, noting the vocational exercises, vocational English pattern practice drills, and special bilingual vocational exercises.
3. Review "Explanation and Procedures" for developing a unit of instruction.
4. Examine the "Additional Vocational English Exercises for Beginning Units" noting the use of the learners' native language.
5. Read "Transitional Approaches for Advanced Units."
6. Using the step-by-step procedures, create units of instruction similar to the model unit.
7. Assess bilingual vocational units of instruction by using the checklist of adequacy.

TABLE OF CONTENTS

		Page
PREFACE		iii
ACKNOWLEDGEMENTS		iv
INTRODUCTION		vii
THE MODEL		
SECTION 1:	Model Unit of Instruction: "Unit 8: Oral Temperature"	1
EXPLANATION AND PROCEDURES		
SECTION 2:	Preparation of a Bilingual Vocational Unit	13
SECTION 3:	Step-by-Step Procedures for Producing a Bilingual Vocational Unit	27
SPECIAL APPROACHES		
SECTION 4:	Additional Vocational English Exercises for Beginning Units	29
SECTION 5:	Transitional Approaches for Advanced Units	31
	Checklist for Adequacy of Materials	35

THE MODEL

SECTION I

MODEL UNIT

This is Unit 8 of a 75 unit Nursing Assistant course. The English structures represent Unit 5 of a 35 unit ESL course. The model unit contains statements of what trainees will learn, examples of exercises designed to help the learners achieve the objectives, and means to determine if the objectives were met.

UNIT 8: ORAL TEMPERATURE
Unidad 8: Temperatura Oral

1. **What will I learn from this Unit?**
¿Qué voy a aprender en esta unidad?
   - To take a patient's temperature using an oral thermometer.
Tomar la temperatura de un paciente usando un termómetro oral.
   - To record the temperature on the patient's chart.
Anotar la temperatura en la hoja clínica del paciente.
   - To use English "... going to ... " to talk about the future.
Usar la forma " ... going to ... " para expresar el futuro.

2. **How will I demonstrate that I have learned these tasks?**
¿Cómo demostraré que he aprendido estas tareas?
   - By correctly taking a person's temperature using an oral thermometer.
Tomando correctamente la temperatura de una persona usándo un termómetro oral.
   - By recording a person's temperature on a patient's chart with 100% accuracy.
Anotándo la temperatura de una persona en la hoja clínica del paciente con 100% de precisión.
   - By expressing the future in a normal conversation in English.
Sosteniéndo una conversación en inglés en la cual exprese el futuro correctamente.
   - By completing the self-assessment instrument with at least 90% accuracy.
Completando la prueba de evaluación propia con por lo menos el 90% de precisión.

3. **What will I need to do before performing these tasks?**
¿Qué necesito hacer antes de empezar estas tareas?
   - Observe the following English words and the equivalent Spanish meanings.
Observe las siguientes palabras en inglés y sus respectivos significados en español:

thermometer termómetro	chart hoja clínica	rotate rotar
antiseptic solution solución antiséptica	mercury mercurio	below abajo, por debajo
oral temperature temperatura oral		under debajo de, bajo de

4. **What are the essential phrases I need to memorize?**
¿Cuáles son las frases esenciales que debo memorizar?
   - "I'm going to take your temperature."
"Voy a tomar su temperatura."
   - "Please open your mouth."
"Abra la boca por favor."
   - "Hold this under your tongue."
"Mantenga esto debajo de la lengua."
   - "Don't bite the thermometer."
"No muerda el termómetro."
   - "Please close your mouth."
"Cierre la boca por favor."

5. What materials are needed?
¿Qué materiales se necesitan?

- A clean thermometer
  Un termómetro limpio
- A thermometer holder
  Un receptáculo para el termómetro
- An antiseptic solution
  Una solución antiséptica
- A watch with a second hand
  Un reloj que marque los segundos
- A piece of paper and a pencil
  Una hoja de papel y un lápiz
- A clean tissue
  Un pañuelo de papel (kleenex) limpio.

6. What are the steps I will perform in mastering these tasks?
¿Cuáles son los pasos que seguiré para desempeñar con precisión estas tareas?

(1) Wash your hands.
Lávese las manos.

(2) Assemble the equipment you need and take it to the bedside of the patient.
Reuna el equipo necesario y llévelo al lado de la cama del paciente.

(3) Prepare the patient:
Prepare al paciente:

- Explain the procedure to the patient. Say to the patient:
  Explique el procedimiento al paciente. Dígale al paciente:

  "I'm going to take your temperature."
  "Voy a tomarle la temperatura."

- Don't take the patient's temperature if the patient has had hot or cold fluids or is smoking.
  No le tome la temperatura si el paciente acaba de beber líquidos frios o calientes o si acaba de fumar.

(4) Remove the thermometer from the thermometer holder containing the antiseptic solution.
Saque el termómetro del receptáculo que contiene la solución antiséptica.

(5) Check the temperature indicated on the thermometer by rotating it so that you can read it easily. The mercury should be down to 95° or below.
Compruebe la temperatura que indica el termómetro rotándolo para que pueda leerlo más fácilmente. El mercurio deberá estar a 95° o menos.

(6) If the mercury is not 95° or below, shake the thermometer until it is.
Si el mercurio no está en los 95° o por debajo, sacuda el termómetro hasta que lo esté.

(7) Now, say to the patient: "Please, open your mouth."
Ahora, dígale al paciente: "Abra la boca por favor."

(8) When the patient's mouth is open, place the mercury bulb end of the thermometer under the patient's tongue.
Cuando el paciente abra la boca, coloque el extremo del termómetro, donde está la ampolla del mercurio, debajo de la lengua del paciente.

(9) Now, say to the patient:
Dígale ahora al paciente:

- "Hold this under your tongue."
  "Manténgalo debajo de la lengua."
- "Don't bite the thermometer."
  "No muerda el termómetro."
- "Please, close your mouth."
  "Cierre la boca por favor."

(10) Leave the thermometer in place for three minutes. Remain with the patient and check your watch.
Deje el termómetro en la boca del paciente por tres minutos. Quédese con el paciente y compruebe el tiempo con su reloj.

(11) When the 3 minutes are up, remove the thermometer and wipe it with a tissue.
Cuando hayan transcurrido los 3 minutes, retire el termómetro y límpielo con un pañuelo de papel (kleenex).

(12) Rotate the thermometer until the mercury column can be seen clearly.
Haga rotar el termómetro hasta que la columna de mercurio se pueda ver claramente.

(13) Read and record the temperature on the patient's chart.
Lea el termómetro y anote la temperatura en la hoja clínica del paciente.

(14) Shake the thermometer until the mercury is down to 95° or below.
Sacuda el termómetro hasta que el mercurio baje a los 95° o menos.

(15) Place the thermometer with the mercury bulb first in the thermometer holder.
Coloque el termómetro en el receptáculo que contiene la solución antiséptica, introduciéndo primero el extremo del termómetro donde está la ampolla del mercurio.

(16) Place the tissue in the proper place (the trash).
Tire el pañuelo de papel (kleenex) en el lugar apropiado (la basura).

(17) Wash your hands.
Lávese las manos.

VOCATIONAL ENGLISH VOCABULARY-PRONUNCIATION DRILL

Inglés Vocacional - Ejercicio de Vocabulario y Pronunciación

Observe the meanings of the following English words and practice pronouncing them after your instructor:

Observe los significados de las siguientes palabras en inglés y practique la pronunciación después de su instructor:

thermometer
termómetro

ther | mo | meter

An instrument for measuring temperature.
Instrumento para medir la temperatura.

- The thermometer is in her mouth.
- I'm holding the thermometer.

mercury
mercurio

mer | cury

A chemical used in thermometers.
Producto químico usado en termómetros.

- Mercury is a silver color.
- Mercury is in thermometers.

rotate
rotar

ro | tate

Turn an object around.
Dar vueltas a un objeto sobre su eje.

- Rotate the thermometer to read it.
- Did you rotate the instrument?

below
por debajo

be | low

A position which contrasts with "over."
Una posición contraria a "por arriba."

- The patient's temperature is below normal.
- The mercury is below 93° now.

antiseptic solution
solución antiséptica

anti | sep | tic so | lu | tion

Liquid which prevents growth of bacteria.
Líquido que previene el crecimiento de bacterias.

- Clean the thermometer with the antiseptic solution.
- The antiseptic solution is in the container.

temperature
temperatura

tem | perature

Degree of heat as measured on a thermometer.
Grado de calor indicado por el termómetro.

- The temperature outside is 78°(F).
- Temperature is recorded as degrees "Centigrade" (C) or "Fahrenheit" (F).

chart
hoja clínica

chart

A chart is a piece of paper used in hospitals to record patients' progress.
Hoja de papel usada en hospitales para registrar el estado de los pacientes.

- Write it on the chart.
- Record the temperature on the chart.

VOCATIONAL ENGLISH SELECTIVE LISTENING DRILL

Inglés Vocacional - Ejercicio para Escuchar Selectivamente

Listen to the taped lecture entitled "Unit 8: Listening Drill." A written form of the exercise has been provided below. You may listen as many times as you wish. Each time you listen, select one language feature to listen for. You may want to listen for the following:

Escuche la grabación de la conferencia titulada "Unidad 8: Ejercicio para escuchar." A continuación presentamos una forma escrita de dicho ejercicio. Puede escuchar tantas veces como lo desee. Cada vez que escuche preste atención a una sola característica del lenguage. Preste atención a lo siguiente.

- Pronunciation: The rise and fall of the voice, i.e., the music of English.
  Pronunciación: El ascenso y el descenso de la voz, v.g., la música del inglés.

  Also listen to the rhythm and timing of the "music."
  También escuche el ritmo y el tiempo de la "música."

  Then, listen to individual sounds. Pay attention to the sounds, such as [th] in "this, that, and those;" [v] in "very," and [ch] in "chart."
  Después escuche los sonidos individuales. Preste atención a los sonidos tales como [th] en "this, that, y those;" [v] en "very," y [ch] en "chart."

- Vocabulary: Listen for the words you have been learning such as: thermometer, mercury, rotate, antiseptic solution, oral temperature, chart, below, patient, tissue, Fahrenheit, degree.
  Vocabulario: Escuche las palabras que ha estado aprendiéndo tales como: termómetro, mercurio, rotar, solución antiséptica, temperatura oral, hoja clínica, por debajo, paciente, pañuelo de papel (kleenex), Fahrenheit, grado.

- Patterns: Listen especially for the use and pronunciation of "going to."
  Patrones: Escuche especialmente el uso y la pronunciación de "going to."

MR. JONES: "As supervisor of nurses at this hospital, I am very happy to have this opportunity to speak with you. As a nursing assistant you are going to work with nurses, doctors and with patients. You are going to learn very much about illness and suffering. And you are going to have many opportunities to help the patients get better and feel better. You are going to perform many important tasks. You're going to take your patients' temperatures to determine whether they have normal temperatures or temperatures above or below normal.

"This morning Ronald Smith is going to demonstrate for you the proper use of a thermometer. You're all going to have an opportunity to ask him questions when he has finished. Pay special attention to the words you will need to learn in taking temperatures and to the procedures you will need to master."

RONALD SMITH: "This morning I'm going to demonstrate for you the proper way of using a thermometer in taking a patient's temperature. Please observe that I take the thermometer from the holder which contains the antiseptic solution, shake it down, rotate it to be sure that the mercury registers below 95 degrees Fahrenheit. I am now going to place the thermometer under the patient's tongue and ask the patient not to bite on the thermometer. After three minutes I am going to take the thermometer out of the patient's mouth, rotate it so I can read it, and then record it on the patient's chart. The thermometer is going to be wiped clean with a tissue and then placed in the holder."

VOCATIONAL ENGLISH TRIALOG* EXERCISE
Inglés Vocacional - Ejercicio de Triálogo

Listen to and observe the following skit:
Escuche y observe la siguiente escena:

SITUATION: Joanne, the new nursing assistant is trying to take Mr. Rodriguez's temperature. He only speaks Spanish and doesn't understand what is expected of him. Since Joanne doesn't understand Spanish, she has asked Carmen to help her.

SITUACION: Joanne, la nueva asistente de enfermería, está tratando de tomarle la temperatura al señor Rodríguez. El solamente habla español y no entiende lo que tiene que hacer. Como Joanne no entiende español, le pidió ayuda a Carmén.

Joanne:	I'm going to take your temperature, Carlos.
Carmén:	Señor Rodríguez, la enfermera le va a tomar la temperatura.
Rodríguez:	Estoy muy enfermo. Por favor regrese más tarde.
Carmen:	He says he is very sick and wants you to come back later.
Joanne:	I'm going to take his temperature because he's sick.
Rodríguez:	Levante mi cama y prenda la luz. ¿Va a venir el doctor pronto? Tengo mucha sed. Deseo una taza de té.
Carmen:	He would like you to raise his bed and turn on the light. He wants to know if the doctor is going to come soon. He is thirsty and would like a cup of tea.
Joanne:	(Raises the bed and turns on the light.) There! I don't know what time the doctor is going to come. The hot tea will raise your temperature. I'm going to bring you a cup of tea after I have taken your temperature.
Carmén:	No sabemos a que hora va a venir el doctor. El té caliente le subirá la temperatura. Le traeremos una taza de té después de que le tomemos la temperatura.
Joanne:	Please, open your mouth, Carlos. Good. Hold this thermometer under your tongue.
Carmén:	Por favor, abra la boca, señor Rodríguez. Muy bien. Mantenga este termómetro debajo de la lengua.
Joanne:	Don't bite the thermometer. There. That wasn't too bad, was it? Now, I'm going to get you a cup of tea.

*"Trialog" is a term referring to a specially designed bilingual vocational exercise in which three individuals converse together. One of the three does not speak English; one speaks only English and the third speaks both English and the language of the other person.

"Triálogo" es un término que se refiere a un ejercicio vocacional bilingue, escrito en forma especial, en el cual tres personas conversan juntas. Una de las tres no habla inglés; otra habla solamente inglés, y la tercera habla los dos, inglés y el idioma de la otra persona.

VOCATIONAL ENGLISH MIMICRY-MEMORIZATION DRILL

Inglés Vocacional - Ejercicio de Imitación y Memorización

Observe the use of "I'm going to ..."
Observe el uso de "I'm going to ..."

I'm going to	- take your temperature. - learn the meaning of "temperature." - have a conversation with her. - wash my hands. - clean the thermometer with a tissue. - shake the mercury down to 95° or below.
COMMENT:	- Use "... going to ..." to express a future time. - Use "... going to ..." after "I'm...," "He's...," "She's...," "We're...," "They're...," "You're...," and "The nurse's..." - Use "... going to ..." before such words as: "take, speak, learn, wash, clean, rotate, place, eat, sleep."

Imitate your teacher's pronunciation of the following:

Teacher: Please listen:
temperature temperature temperature

I'm going to take your temperature.
I'm going to take your temperature.

I'm going to get the thermometer.
I'm going to get the thermometer.

Teacher: Now, please repeat after me.

Teacher: I'm going to take your temperature.
Student: I'm going to take your temperature.

Teacher: I'm going to take your temperature.
Student: I'm going to take your temperature.

Teacher: I'm going to get the thermometer.
Student: I'm going to get the thermometer.

Teacher: I'm going to get the thermometer.
Student: I'm going to get the thermometer.

Teacher: (Continue with this drill using the following:)

I'm going to go to work now.
I'm going to eat now.
I'm going to help you.

Repeat this whole exercise using: (He's...; She's...; They're...; We're...; You're...; and The nurse's ...)

VOCATIONAL ENGLISH SUBSTITUTION DRILL

Inglés Vocacional - Ejercicio de Substitución

TEACHER: I'm going to clean the thermometer. (Please repeat.)
STUDENT: I'm going to clean the thermometer.

TEACHER: - the thermometer.
STUDENT: I'm going to clean the thermometer.

TEACHER: - the pan.
STUDENT: I'm going to clean the pan.

TEACHER: - the cup
STUDENT: I'm going to clean the cup.

TEACHER: - the thermometer holder.
STUDENT: _____.

TEACHER: - the table.
STUDENT: _____.

TEACHER: - my hands.
STUDENT: I'm going to clean my hands.

TEACHER: The nurse's going to clean the thermometer. (Please repeat.)
STUDENT: The nurse's going to clean the thermometer.

TEACHER: - the thermometer.
STUDENT: The nurse's going to clean the thermometer.

TEACHER: - the pan.
STUDENT: _____.

TEACHER: - the cup.
STUDENT: _____.

(Continue exercise:)

TEACHER: - the thermometer holder.
- the table.
- her hands.

TEACHER: He's going to clean the thermometer. (Please repeat.)
STUDENT: He's going to clean the thermometer.

TEACHER: - the pan.
- the thermometer holder.
- the cup.
- the table.
- his hands.

(Student continues to repeat.)

TEACHER: Continue the exercise with:
"She's...," "You're...," "The doctors're..."

VOCATIONAL ENGLISH TRANSFORMATION DRILL

Inglés Vocacional - Ejercicio de Transformación

The following is a drill which contrasts expressions that talk about the PAST with expressions that talk about the FUTURE.

El siguiente ejercicio contrasta expresiones que hablan del PASADO con expresiones que hablan del FUTURO.

TEACHER: I cleaned the thermometer last night.
TEACHER: I'm going to clean the thermometer tomorrow.

TEACHER: I cleaned the thermometer last night.
STUDENT: I'm going to clean the thermometer tomorrow.

TEACHER: I cleaned the pan last night.
STUDENT: I'm going to clean the pan tomorrow.

TEACHER: I cleaned the thermometer holder last night.
STUDENT: I'm going to clean the thermometer holder tomorrow.

TEACHER: I cleaned my hands last night.
STUDENT: I'm going to clean my hands tomorrow.

TEACHER: The nurse cleaned the thermometer last night.
STUDENT: The nurse's going to clean the thermometer tomorrow.

TEACHER: The nurse cleaned the pan last night.
STUDENT: The nurse's going to clean the pan tomorrow.

TEACHER: The doctor cleaned the pan last night.
STUDENT: The doctor's going to clean the pan tomorrow.

TEACHER: She cleaned the table last night.
STUDENT: She's going to clean the table tomorrow.

TEACHER: I
STUDENT: I cleaned the table last night.
STUDENT: I'm going to clean the table tomorrow.

TEACHER: He
STUDENT: He cleaned the table last night.
STUDENT: He's going to clean the table tomorrow.

TEACHER: The thermometer
STUDENT: He cleaned the thermometer last night.
STUDENT: He's going to clean the thermometer tomorrow.

UNIT 8: SELF-ASSESSMENT EXERCISE
Unidad 8: Ejercicio de Evaluación Propia

A. MULTIPLE CHOICE:
Elección Múltiple:

Read each statement and choose the best answer. Write the letter in the space available, (__).
Lea cada una de las siguientes frases y escoja la mejor respuesta. Escriba en el espacio disponible, (__) la letra correspondiente.

1. (____) A normal human temperature is:
La temperatura normal del cuerpo humano es de:
a. 98.6° b. 95° c. 97° d. 96.8°

2. (____) Temperature is measured in:
La temperatura se mide en:
a. quarts b. kilos c. degrees d. ounces

3. (____) The patient should hold the thermometer under his:
El paciente debe sostener el termómetro debajo de su:
a. chin b. teeth c. tongue d. nose

4. (____) An instrument for measuring oral temperature is a:
Un instrumento para medir la temperatura oral es un:
a. Fahrenheit b. antiseptic solution c. thermometer

B. MATCHING: Match the Spanish equivalent with the English word or expression.
Emparejamiento: Empareje el equivalente en español con la palabra o expresión en inglés.

5. (____)	thermometer	a. temperatura oral
6. (____)	antiseptic solution	b. debajo
7. (____)	oral temperature	c. opuesto
8. (____)	below	d. solución antiséptica
9. (____)	chart	e. hoja clínica
10. (____)	opposite	f. termómetro

C. FORM A NORMAL ENGLISH SENTENCE USING THE FOLLOWING WORDS:
Construya una oración normal en inglés empleando las siguientes palabras:

11. temperature — I'm, take, your, going to

" _____ ."

12. mouth — his, open, He's, going to

" _____ ."

13. going to — They're, record, chart, on the, temperature, the patient's

" _____ ."

D. SUBSTITUTE THE WORD GIVEN IN EACH OF THE FOLLOWING SENTENCES AND MAKE ANY CHANGES NECESSARY.
Substituya la palabra indicada en cada una de las siguientes oraciones y haga los cambios necesarios.

14. thermometer: The nurse's going to clean the table.

" _____ ."

15. tomorrow: I cleaned the thermometer holder last night.

" _____ ."

16. hands: I'm going to wash the thermometer.

" _____ ."

17. we're: The nurse's going to work tomorrow.

" _____ ."

EXPLANATION AND PROCEDURES

SECTION 2
PREPARATION OF A
BILINGUAL VOCATIONAL UNIT

This section contains the explanation of the development of the preceding bilingual instructional unit - Unit 8 - and a step-by-step procedure that may be used to produce similar units.

PREPARATION OF A BILINGUAL VOCATIONAL UNIT

The preceding model unit - UNIT 8: Oral Temperature - provides materials developers with an example of bilingual vocational instructional materials. It contains statements of what the user is expected to learn from the materials, examples of exercises designed to help the learners achieve their objectives and means to determine if the objectives were achieved.

- The purpose of the unit is vocational. (Focus on job skills.)
- The method demonstrated is bilingual. (English and learners' language.)
- The emphasis throughout is performance. (Learners' behavior.)

The unit provides a model which can be used by teachers and professional materials developers to produce other units and a full course of study for any given vocation.

The model unit includes the basic information, sections and approaches essential for the learner. It is based on a

NEED TO KNOW ..... not on a ..... NICE TO KNOW!

There are many elements of a bilingual vocational training course that would be extremely interesting and beneficial. But this model unit, by design, seeks to provide the materials developers with ESSENTIAL elements.

In order to prepare bilingual vocational materials the designer and developer must begin at the end - by specifying the final results to be achieved by the learner, called by some "terminal behavioral objectives." Sounding like a disease, it is merely a way to describe what the learner and user of the unit will have learned by the time the materials of the unit have been mastered. These statements of final objectives detail what the learner will be able to do or perform as a result of having learned the unit. In this sense, the designer has to start at the end of the course instead of at the beginning.

"If you don't know where you
are going, you may end up
someplace else."
- Robert Mager

DESIGNING THE COURSE AND THE UNITS

Designing instructional materials consists of:

- Identifying objectives, targets, or goals.
  (Where are we trying to get to?)
- Assessing results.
  (How will we know we have arrived?)
- Developing activities leading to goals or objectives.
  (What do we have to do to get there?)

1. Stating Learning Objectives (Where are we trying to get to?)

There are three kinds of learning objectives:

- Attitudinal Objectives (Affective Domain)
- Information or Knowledge Objectives (Cognitive Domain)
- Performance Objectives (Psychomotor Domain)

Bilingual vocational objectives consist of:

- Performance Objectives (What do the learners have to be able to do?)
- Communication Objectives (What do the learners have to be able to say and to understand?)

Performance objectives relate specifically to vocational and job skills. Communication objectives relate specifically to English language skills used in performing the job.

These two classes of objectives form the target goal of the course or of any given unit of a course.

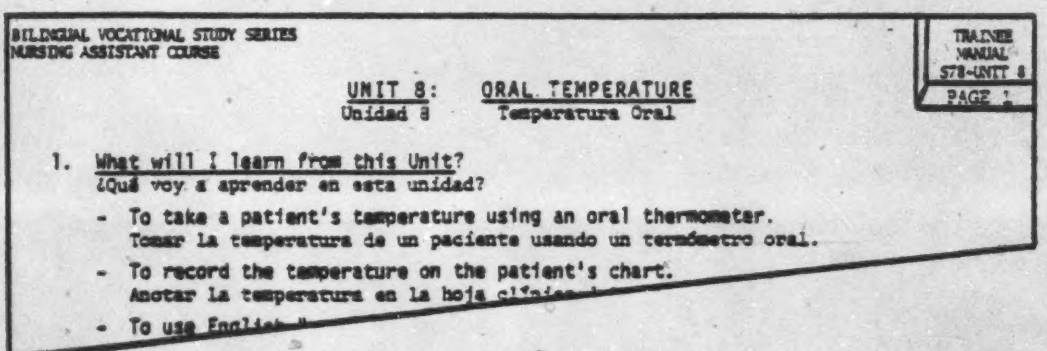
There are four characteristics of a well-stated objective. It must be:

- SPECIFIC
- MEASURABLE
- APPROPRIATE
- ACHIEVABLE

In order to measure the performance of a student or trainee, the objectives to be reached must be stated in specific terms. General statements are often too vague to permit adequate assessment of results. The objective is appropriate if it permits the trainee to perform the skill needed for the job or if it enables the trainee to learn to perform the skill. That is, there are performance objectives and enabling objectives. Learning the meaning of an expression in their own language (the bilingual approach) enables limited English speakers to master difficult learning concepts. The decision that the statement of the objective is achievable depends upon the level of skill the learner had upon entering the course or beginning the unit.

Observe the model unit. The statement of the objectives of the unit are to be found in:

- Statement of what I will learn:



BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

TRAINEE MANUAL 578-UNIT 8
PAGE 1

UNIT 8: ORAL TEMPERATURE
Unidad 8 Temperatura Oral

1. What will I learn from this Unit?
¿Qué voy a aprender en esta unidad?

- To take a patient's temperature using an oral thermometer.
Tomar la temperatura de un paciente usando un termómetro oral.
- To record the temperature on the patient's chart.
Anotar la temperatura en la hoja clínica
- To use English

2. Establishing Assessment Criteria (How will we know we have arrived?)

Even before designing the activities and exercises that will be used by the learner to achieve the stated objectives, the materials developer will specify ways in which the achieving of the objectives can be measured. This will include:

- Statements of how and under what conditions the learner will be able to demonstrate achievement of the objective and the level of acceptable performance.
- Self-assessment instruments to provide opportunities for the learner to demonstrate what has been learned.

In the model unit the ways the learner will demonstrate accomplishments are stated:

2. How will I demonstrate that I have learned these tasks?
¿Cómo demostraré que he aprendido estas tareas?

- By correctly taking a person's temperature using an oral thermometer.
Tomando correctamente la temperatura de una persona usando un termómetro oral.
- By recording a person's temperature on a patient's chart with 100% accuracy.
Anotando la temperatura de una persona en la hoja clínica del paciente con 100% de precisión.
- By expressing the future in a normal conversation in English.
Sosteniendo una conversación en inglés en la cual
mente.

The test to provide objective criteria as to accomplishment of the objectives is provided as part of the unit:

BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

TRAINEE MANUAL
578-UNIT 8
PAGE 10

UNIT 8: SELF-ASSESSMENT EXERCISE
Unidad 8: Ejercicio de Evaluación Propia

A. MULTIPLE CHOICE:
Elección Múltiple:

Read each statement and choose the best answer. Write the letter in the space available, (__).
Lea cada una de las siguientes frases y escoja la mejor respuesta. Escriba en el espacio disponible, (__) la letra correspondiente.

1. ( ) A normal human

Note: Special equipment and materials are frequently necessary for learners to perform activities associated with the objectives of the unit. For instance, in the model unit the following items are needed for learners to accomplish the task:

- Patient's chart
- Thermometer and holder
- Watch (with a second hand)
- Paper and pencil
- Box of tissues
- Trash container
- Tape recorder and cassette
- Trainee's Manual

Materials developers may want to develop an instructor's version of the materials to accompany learners' materials. In which case, such an "instructor's manual" might include some of the following:

- Rationale for the development of the unit
- Suggestions for implementation of the unit
- Copy of trainee manual
- Enrichment exercises
- Supplementary background reading for the instructor. For example, in the model unit, background reading might have included English Sentence Patterns (Unit V) and Modern Bedside Nursing (Chapter 28).

3. Creating Learning Activities and Exercises (What do we have to do to get there?)

Creating bilingual vocational materials requires three areas of expertise: vocational, English, and bilingual.

a. Vocational learning materials may include:

- essential words and phrases with objects and/or pictures
- procedures to be demonstrated or a visual display as on a chart, film strip or video recording

b. English language materials may include:

- vocabulary, i.e., vocational words and expressions
- selective listening materials
- pronunciation and mimicry drills
- grammatical structures and pattern practice drills

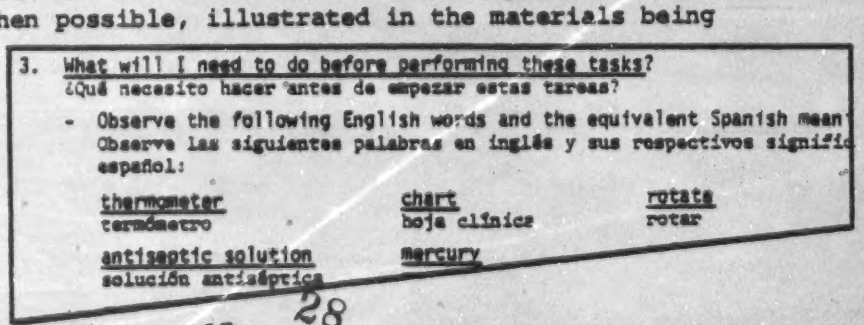
c. Special bilingual vocational drills and exercises:

- special situations such as skits and role plays
- special dialogs and trialogs

a. Vocational Learning Materials. First and foremost, the materials being developed are vocationally oriented. Job skills and performances that are essential to function on a job provide the substance of all of the materials. However, the job skills must be performed within an English environment. Since the skills are to be mastered by limited English speakers the native language of the learner is used during training and within the materials so that trainees can understand concepts related to the occupation and can master the task easily. The following are basic to the vocational orientation:

- Names of objects and tools. These words and expressions can be listed and, when possible, illustrated in the materials being produced.

  - Observe the model unit. Essential vocabulary is listed.

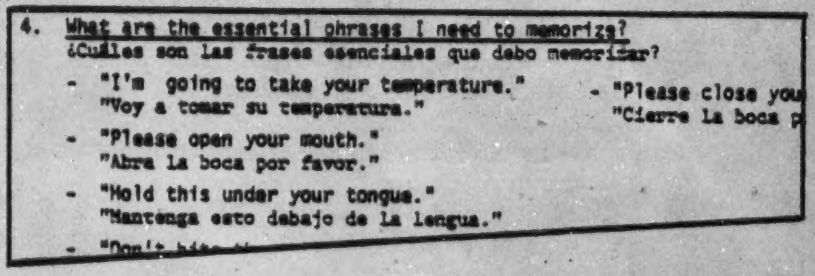


3. What will I need to do before performing these tasks?
¿Qué necesito hacer antes de empezar estas tareas?

- Observe the following English words and the equivalent Spanish mean
Observe las siguientes palabras en inglés y sus respectivos signific
español:

thermometer termómetro	chart hoja clínica	rotate rotar
antiseptic solution solución antiséptica	mercury	

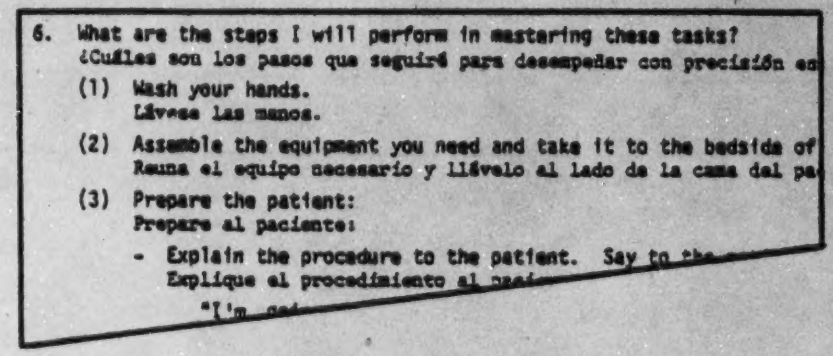
- Essential phrases trainees must master in order to perform adequately in the job are also listed.


4. What are the essential phrases I need to memorize?
¿Cuáles son las frases esenciales que debo memorizar?
- "I'm going to take your temperature." / "Voy a tomar su temperatura."
- "Please close you" / "Cierre la boca p"
- "Please open your mouth." / "Abra la boca por favor."
- "Hold this under your tongue." / "Mantenga esto debajo de la lengua."

- "Don't bite

- Procedures. The actual performance procedures must be listed in sequence.

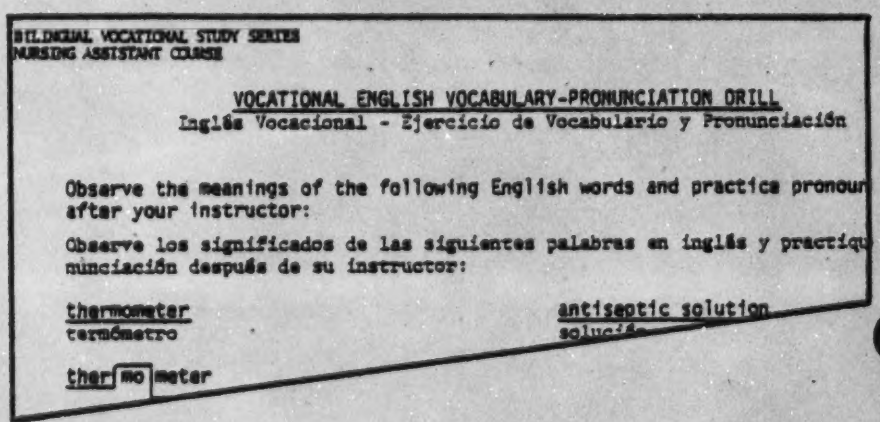
- Observe the model unit. The steps in the process of taking a person's temperature are listed.


6. What are the steps I will perform in mastering these tasks?
¿Cuáles son los pasos que seguiré para desempeñar con precisión en
(1) Wash your hands.
Lávese las manos.
(2) Assemble the equipment you need and take it to the bedside of
Reuna el equipo necesario y llévelo al lado de la cama del pa
(3) Prepare the patient:
Prepare al paciente:
- Explain the procedure to the patient. Say to the
Explique el procedimiento al pac
"I'm ge

b. English Language Materials. As in all ESL approaches, the exercises created for vocational English communication skills will consist of, among other things, vocabulary, pronunciation, grammatical structures, and selective listening materials. The most important single departure of English instruction in bilingual vocational training from standard "academic" ESL is its job orientation. Words and phrases essential to job performance in an English speaking environment become the focus of the exercises.

- Vocabulary and pronunciation exercises. The vocabulary items to be observed and studied are related specifically to the vocation, thus reinforcing acquisition of vocational skills. Exercises of this kind enable learners to mimic and eventually master the pronunciation and intonation of job related words.

- Note in the drill the use of intonation markings.


BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

VOCATIONAL ENGLISH VOCABULARY-PRONUNCIATION DRILL
Inglés Vocacional - Ejercicio de Vocabulario y Pronunciación

Observe the meanings of the following English words and practice pronoun
after your instructor:

Observe los significados de las siguientes palabras en inglés y practiqu
nunciación después de su instructor:

thermometer
termómetro

antiseptic solution
solución

ther mo meter

- Selective listening materials. Language learners are often asked to produce strange sounds, new vocabulary, or even sentences before they have had an opportunity to hear the language in normal use. Eugene Nida, linguist and language learning specialist, devised what he called "selective listening approaches." The learner is provided recordings or opportunities to listen to the language in normal use. The word "listen" however, implies active, selective attention to specific language features. Even before the learner knows one word of the language many of the regular features may be focused upon including such elements as intonation, the music of the language, the way sounds change when joined with other sounds, and the pronunciation of individual sounds within regular speech usage. Later, however, attention may be placed on words, phrases, and whole sentences.

  All too often conscientious teachers may be so intent upon helping the student understand the language that they speak slowly, and in other ways distort normal speech. The student does understand them, but with the consequence being that the teachers' speech is the only one the student can understand.

  Special selective listening exercises may be created for bilingual vocational training programs consisting of normal English usage in a vocational context. Learners can hear and begin to focus upon language which is normal to the job situation for which they are preparing. Learners will not understand everything in the drill, nor is the purpose for understanding. The materials developer can prepare the selective listening exercises to contain numerous examples of the vocabulary that will eventually be learned in any given unit. These exercises, when recorded, can be used by the learners as often as they wish. As other exercises help them master any one given set of words or phrases, they can return again and again to listen to those words and phrases as used normally in the job context. Since the selective listening materials may be used in many different ways, the recording should be provided in written form as well. Such selective listening exercises can utilize different voices from the instructors and include male and female voices. To lend realism to the tapes, sounds of the job (for example, machines) can be recorded in the background.

- Observe the selective listening drill from the model unit. Specific language features to be focused upon have been identified.

BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

VOCATIONAL ENGLISH SELECTIVE LISTENING DRILL
Inglés Vocacional - Ejercicio para Escuchar Selectivamente

Listen to the taped lecture entitled "Unit 8: Listening Drill." A writt
exercise has been provided below. You may listen as many times as you w
time you listen, select one language feature to listen for. You may wan
for the following:
Escuche la grabación de la conferencia titulada "Unidad 8: Ejercicio par
A continuación presentamos una forma escrita de dicho ejercicio. Puede
veces como lo desee. Cada vez que escuche preste atención a una sola ca
del lenguaje. Preste atención a lo siguiente.

- Pronunciation: The rise and fall of the voice, i.e., the music of En
  Pronunciación: El ascenso y el descenso de la voz, v.g., la

  Also listen to the rhythm and
  También escuche el

  Then

- Grammatical structures and pattern practice drills. Vocabulary and pronunciation exercises are directly related to the new vocational skills being acquired; grammatical structures and pattern practice drills are related to acquisition of communication skills. Mimicry-memorization drills provide an opportunity for learners to practice pronunciation of and commit to memory specific sentence structures.

- In this exercise from the model unit emphasis is on trainees imitating the instructor.

BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

VOCATIONAL ENGLISH MIMICRY-MEMORIZATION DRILL
Inglés Vocacional - Ejercicio de Imitación y Memorización

Observe the use of "I'm going to ..."
Observe el uso de "I'm going to ..."

I'm going to
- take your temperature.
- learn the meaning of "temperature."
- have a conversation with her.
- wash my hands.
- clean the thermometer with a tissue

In vocational English substitution drills - as in any effective substitution drill - words or phrases are replaced by appropriate elements within a given grammatical structure. The structure to be mastered therefore, serves as a pattern to create new, similar sentences through the replacements. By having the learners repeat the structure utilizing the new elements substituted in any one given position in the sentence the pattern will be mastered.

- Observe the substitution drill from the model unit. Trainees practice a sentence structure needed in job performance.

BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

VOCATIONAL ENGLISH SUBSTITUTION DRILL
Inglés Vocacional - Ejercicio de Substitución

TEACHER: I'm going to clean the thermometer. (Please repeat.)
STUDENT: I'm going to clean the thermometer.

TEACHER: - the thermometer.
STUDENT: I'm going to clean the thermometer.

TEACHER: - the pan.
STUDENT: I'm going to clean the pan.

TEACHER: - the cup
STUDENT: I'm going to

- Vocational English transformation drills emphasize whole patterns in a given context. In this communication exercise, as in the previous ones, the structures practiced are related to the vocation.

BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

TRAINEE MANUAL
STH-UNIT 8
PAGE 3

VOCATIONAL ENGLISH TRANSFORMATION DRILL
Inglés Vocacional - Ejercicio de Transformación

The following is a drill which contrasts expressions that talk about the PAST with expressions that talk about the FUTURE.
El siguiente ejercicio contrasta expresiones que hablan del PASADO con expresiones que hablan del FUTURO.

TEACHER: I cleaned the thermometer last night.
TEACHER: I'm going to clean the thermometer tomorrow.

TEACHER: I cleaned the thermometer last night.
STUDENT: I'm going to clean the thermometer tomorrow.

c. Special Bilingual Vocational Drills and Exercises. Numerous vocational exercises and English drills are available for the materials developer to use in preparing texts. However, there remains the pressing need to develop drills and exercises especially appropriate for bilingual vocational instruction. Simply translating English exercises into the language of the learner is helpful but insufficient to meet the special needs of this kind of training. This Handbook reflects initial attempts by specialists in bilingual vocational instruction to create what may be considered strictly "bilingual vocational" exercises. These are built upon the following premises:

- The situation portrayed in the exercise must be plausible, something that could actually occur in "real life."
- The setting must be job-oriented.
- The exercise must consist of verbal communication between individuals connected with the vocation.
- The language of the learner as well as English must be used in a "normal" situation on the job.
- The vocabulary must reflect vocational words and phrases and grammatical patterns being learned at that stage in the course.
- The exercise should provide interest by highlighting some encounter, crisis, problem or issue related to the tasks of the given instructional unit.

Keeping the exercise in the context of the job will provide the situational meaning for the vocabulary presented.

One of the bilingual vocational exercises in the model unit consists of what is called a "trialog," i.e., a dialog with three persons involved. The inclusion of the third person provides ample opportunity for the exercise writer to maintain normal English conversation while including the learner's language in a "natural" setting. Since the focus of these exercises is upon English communication skills and vocational words and phrases, the use of the native language can be used to clarify the meaning in the normal conversation. This can be done in many different ways.

In the model unit trialog, Joanne - the nurse - is mono-lingual and mono-cultural. She is insensitive to cultural differences and calls the older patient, Mr. Rodriguez, by his first name, Carlos. Carmen interprets for Joanne, a very normal situation which calls for the use of the native language - in this case, Spanish. Carmen not only speaks the language of the patient, she is also sensitive to the demands of the Spanish-speaking culture. She calls the patient by his family name, Señor Rodriguez. The use of Spanish in this skit flows normally from the situation. The Spanish-speaking students will understand the Spanish. The English will also be understood since the phrases and sentences are those being learned and practiced throughout the whole unit.

In order to create a "Trialog" these steps may be followed:

1 - SETTING: Decide on what work situation would provide the work context for the exercise.

2 - PLAYERS: Identify the characters and specify the work roles of each.

3 - SITUATION: Specify what problem, crisis, encounter or issue your characters might be involved in.

4 - SCENE: Identify the vocational vocabulary to be used and the event taking place.

5 - ACTION: Work out the "give-and-take" scenario. Who will speak first to whom and about what?

6 - SCRIPT: Write the actual sentences and phrases to be used by the individuals, using the vocational and English content of the given unit in which the trialog will appear.

Use the Trialog Exercise in the Model Unit as a guide to produce your own trialog exercises.

- In the model unit notice Carmen speaks English and Spanish.

BILINGUAL VOCATIONAL STUDY SERIES
NURSING ASSISTANT COURSE

VOCATIONAL ENGLISH TRIALOG* EXERCISE
Inglés Vocacional - Ejercicio de Trílogo

Listen to and observe the following skit:
Escuche y observe la siguiente escena:

SITUATION: Joanne, the new nursing assistant is trying to take Mr. Rodriguez's temperature. He only speaks Spanish and doesn't understand what is expected of him. Since Joanne doesn't understand Spanish, she has asked Carmen to help her.

SITUACION: Joanne, la nueva asistente de enfermería [illegible] tomarle la temperatura [illegible] español.

- Write the script. Emphasis should be placed on using the language pattern selected for the behavioral objective and the occupational vocabulary.

Joanne:	I'm going to take your temperature, Carlos.
Carmén:	Señor Rodríguez, la enfermera le va a tomar la temperatura.
Rodríguez:	Estoy muy enfermo. Por favor regrese más tarde.
Carmen:	He says he is very sick and wants you to come back later.
Joanne:	I'm going to take his temperature because he's sick.
Rodríguez:	Levante mi cama y prenda la luz. ¿Va a venir el doctor pronto? Tengo mucha sed. Deseo una taza de té.
Carmen:	He would like you to raise his bed and turn on the light. He wants to know if the doctor is going to come soon. He is thirsty and would like a cup of tea.
Joanne:	(Raises the bed and turns on the light.) There! I don't know what time the doctor is going to come. The hot tea will raise your temperature. I'm going to bring you a cup of tea after I have taken your temperature.
Carmén:	No sabemos [illegible]

Translating the Materials

In the model unit the learners' language - Spanish - is used in a number of different ways.

a. Direct Translations. In Unit 8 all of the English, including directions and headings, was translated into the language of the learners since it is an early unit in the total course. The level of English comprehension is at a beginning and rudimentary level. To provide concepts and overall meanings quickly, the native language is utilized. The use of Spanish facilitates the process of communicating tasks, objectives and methods needed to achieve vocational mastery. Interlinear translation - writing the learners' language between lines in the text - is utilized to save time often demanded of students when forced to refer to a glossary or dictionary at the end of a learning text.

In Section 2, "What will I need to do before I start the Unit?," equivalent meanings are given for the important words to be used in the Unit. Note that these words are not provided for memorization, but to point out the meanings of the words, for recognition not for production purposes.

However, in Section 4 there are some English phrases which must be memorized by the learner which are also translated. All of the procedures in Section 7 are translated as are the directions in the vocational English vocabulary drills.

- Interpretation. Because this is a bilingual course, special bilingual vocational exercises have been created in situations in which one would expect the use of two languages. They are not contrived but could easily occur in an actual work situation. Observe the Vocational English Trialog Exercise.

The dangers that have always been inherent in translation in language learning also occur in bilingual training.

- Word-for-Word Translation. Two languages seldom have words with identical meanings. Therefore a word-for-word translation may be very misleading. The learners may possibly presume that when a single word in their language is translated by a single word in English that the English word may be used everywhere the native language word is used. This could lead to confusion and possible embarrassment. The exception to this is in scientific and technical writing. By definition, science seeks to narrow the use of terms to one meaning which is defined with great specificity. In that sense, one word in one language may have an exact equivalent in another language, both in use and meaning. "Centigrade," and "Fahrenheit" have exact meanings. But "degree" in English has more than one meaning, i.e., degree of temperature and academic degrees.

  Word-for-word translation of technical terms will not pose a great problem as long as they are handled very carefully. It is wiser to use expression-for-expression translation. Since the meaning of a word is most frequently determined by the context within which it is used, placing words in context helps avoid the problem.

b. Translation in English Exercises. The purpose of doing an English exercise is to master job-related English. As soon as possible the use of the translation must be phased out so that the learners are dealing only with the needed English itself. Constant reference to the learners' language may make it difficult for trainees to use English fluently without constantly thinking in their own native language and having to translate everything into English. Continued reference to the native language slows down the learners' speaking ability in the new language. Once the meaning is assured for any word, the shift to the use of English exclusively should be made.

UNIQUE DEMANDS OF BILINGUAL VOCATIONAL EDUCATION

- Adapting Materials

It is frequently possible to adapt existing vocational and ESL materials to bilingual vocational purposes rather than creating new instructional materials for each specific course. The adapting process requires that the existing materials be selectively translated into the language of the learners and appropriate vocational English communication skills exercises be included.

- Controlling English Usage

Bilingual vocational materials emphasize mastery of English vocabulary and phrases essential to successful job performance. The amount of English trainees learn to produce is limited through controlling the introduction of the new English words and phrases. However, no controls are needed over the English trainees will learn to recognize. In the acquisition of English it is generally considered expedient for learners to concentrate on development of oral English skills before progressing to written English. The organization and sequencing of materials in bilingual vocational instruction is especially important because of the necessity of not only controlling the English needed for production purposes but also providing an efficient use of the native language of the learners.

- Literacy Level of Trainees

The trainees may not only be handicapped by their limited ability to speak English but also by an inability to read in their native language. When this is true, simplification of materials written in the native language becomes very important. The learners' language is intended to facilitate understanding of vocational concepts and should not be an additional burden to trainees. In addition to making allowances for the literacy of trainees, instructors must also assess materials to determine that they are free of undesirable elements such as sex bias and cultural insensitivity.

- Eliminating Bias

Sex bias generally refers to any stereotyping of males and females in job roles on the basis of their gender. To avoid sex role stereotypes and to avoid sex bias in instructional materials, both men and women should be portrayed in a variety of roles. Women should not be cast only in traditional roles as secretaries, teachers, or nurses but also portrayed

as plumbers and mechanics. Men should also be depicted in non-traditional roles such as typists and file clerks.

Terms which tend to exclude females should be avoided whenever possible. The term "man," for instance, which at one time was considered broad enough to be applied to all people, is now considered to refer only to males. Instead of referring tothe best man for the job, one might say "the best person" or "candidate" for the job. In referring to humanity in general or to a hypothetical person one should avoid using the pronouns he, him, or his. For example in the sentence, "The supervisor suggested his employees take the afternoon off," his refers to a hypothetical person. To avoid using the masculine pronoun, one might rewrite the sentence to say, "The supervisor suggested the employees take the afternoon off," or reword the sentence to use a plural form, as in "Most supervisors suggested that their employees take the afternoon off." Another alternative, though in certain contexts awkward, would be to replace the masculine pronoun with his/her. For more information on elimination of sex bias in materials see the publishing guidelines produced by the Office of Education, Department of Labor, and various publishing companies.

A related area is cultural compatibility. It is difficult however, for people to describe their own culture fully let alone accurately interpret another culture. As Lado has said, "Culture as we understand it here, is synonymous with the 'ways of a people.' As such it is the least understood of all matters discussed....."[1] One strategy for addressing the need for cultural acceptability therefore, might be to involve members of the target language group in the process of designing and developing bilingual vocational materials directed to them.

- Special Methodology

In order to meet the unusual needs of bilingual vocational training special methodology may be required. While vocational instructors are not expected to be language specialists, by using ESL techniques in the vocational class language learning is enriched. At the same time, the ESL instructor will need to become acquainted with the vocational skills being developed and learn to reinforce such learning in all English exercises.

---

[1] Lado, R., LINGUISTICS ACROSS CULTURES, Univ. of Michigan Press, Ann Arbor, 1957, p. 110.

EXPLANATION AND PROCEDURES

SECTION 3

STEP-BY-STEP PROCEDURES FOR PRODUCING A BILINGUAL VOCATIONAL UNIT

This section contains step-by-step procedures which can be followed in developing bilingual vocational materials.

STEP-BY-STEP PROCEDURES

In order to prepare a unit of bilingual vocational instructional materials the following step-by-step procedures are recommended. The tasks selected for instructional purposes should be based on what the trainee must know in order to be hired.

STEP 1: Write performance objectives. Identify the verbal and performance behavior trainees will be able to demonstrate at the completion of the unit.

STEP 2: List essential vocational vocabulary needed in order to learn and perform the task.

STEP 3: List the essential phrases trainees need to memorize. Identify the English sentence patterns essential for production and recognition.

STEP 4: Develop methods to be used for assessing trainees ability to perform verbal and performance tasks.

STEP 5: Select equipment and materials necessary to learn and perform the task.

STEP 6: List step-by-step procedures necessary to demonstrate the performance skills.

STEP 7: Prepare bilingual vocational English exercises using vocational vocabulary and essential phrases.

STEP 8: Select pattern practice drills using these vocational vocabulary and sentences.

STEP 9: Translate the materials.

STEP 10: Assure that unique bilingual vocational demands have been considered and that cultural and sex bias have been eliminated.

STEP 11: Produce in an attractive format, duplicate or print the units prepared, test effectiveness with limited group of students, revise and implement in bilingual vocational training programs.

SECTION 4

ADDITIONAL VOCATIONAL ENGLISH EXERCISES FOR BEGINNING UNITS

Additional vocational English exercises may be devised to meet unique demands of bilingual vocational classes. This exercise suggests a way the language of the learner might be utilized in other real-life situations.

ADDITIONAL VOCATIONAL ENGLISH EXERCISES

Mini-lecture

Note in this exercise the information is being translated as the lecture is delivered. This enables the students to understand the information being communicated and also allows them to compare and become aware of contrasts between English sentence patterns and their native language patterns.

Setting:	Nursing Assistant Course
Escena:	Curso de Auxiliar de Enfermera
Players:	Ms. Franklin, Teacher(English);Dr. Harris, Guest Speaker(English); Carla, Translator(Spanish & English).
Actores:	Sta. Franklin, Prof. (inglés); Dr. Harris, Conferencista Invitado (inglés);Carla, Traductora(español e inglés).
Situation:	Ms. Franklin teaches a course for nursing assistants. She has invited Dr. Harris to speak to the class of nursing assistants on the relationship of temperature to physical illness.
Situación:	La Sta. Franklin enseña un curso para auxiliares de enfermería. Invitó al Dr. Harris para una charla con las auxiliares de enfermería sobre la relación entre la temperatura y las enfermedades.

Ms. Franklin:	I would like to introduce Dr. Harris from Washington General Hospital who so kindly agreed to speak to us today. Dr. Harris is going to discuss the relationship of temperature to physical illness. Carla will translate the speech into Spanish for us.
Carla:	Tengo el gusto de presentar al Dr. Harris del Hospital General de Washington, quien amablemente ha accedido a charlar con nosotros hoy. El Dr. Harris va a explicarnos la relación entre la temperatura y las enfermedades físicas. Carla les traducirá la charla al español.
Dr. Harris:	Thank you Ms. Franklin. Temperature is a word which refers to the degree of heat in a living body.
Carla:	Gracias Sta. Franklin. La temperatura es una palabra que se refiere al grado de calor en un cuerpo vivo.
Dr. Harris:	In a human body, 98.6°F is normal.
Carla:	En el cuerpo humano, 98.6°F es normal.
Dr. Harris:	Any change in temperature is generally regarded as a symptom of a physical illness.
Carla:	Cualquier cambio en la temperatura es generalmente considerado como un síntoma de una enfermedad física.
Dr. Harris:	Temperature is measured with a thermometer.
Carla:	La temperatura se mide con un termómetro.

SECTION 5

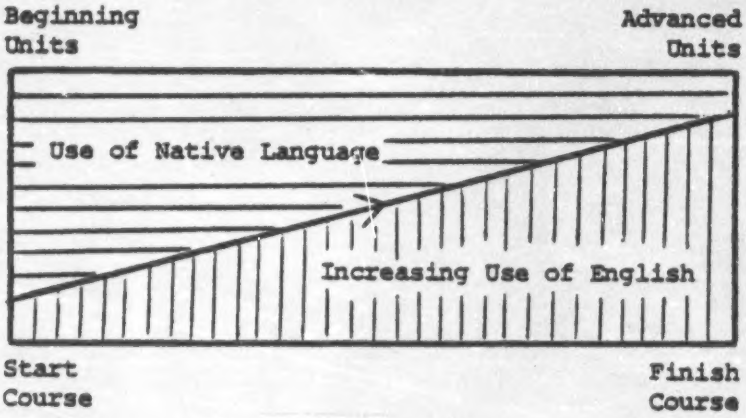
TRANSITIONAL APPROACHES FOR ADVANCED UNITS

Transitional materials
useful for
advanced units.

TRANSITIONAL APPROACHES

During the early stages of bilingual vocational instruction trainees are, by definition, limited English speakers. The use of the language of the trainee in the instructional materials is designed to enable trainees to make rapid gains in both performance skills and in their use of vocational English. As trainees' English language skills improve, less of the native language of the trainees need be utilized. As trainees progress through the course, dependence upon the use of their own language for understanding will decrease substantially. However, the non-native English speaker will occasionally need special vocational terminology translated as new words and phrases are introduced. These will include equivalent translations of new words and terms, words which in a given context now have a new meaning, and words that might be confusing to the reader such as false cognates (example: Spanish "asistir" means "attend" in English, not "assist").

The extent of the use of the native language to the use of English in the written instructional materials is illustrated below.



In early units "interlinear translation" is used. In the model unit whole lines of text appear in both English and in the native language of the learner. In advanced units, single words and phrases can be glossed, i.e., translated. Glosses are often placed in the text. However, it would be less confusing and disturbing to the reading process if the equivalent words and phrases in the learners' languages were placed at the bottom of the page. In this way, the reader does not have to turn pages to a "glossary," a list of such translated items, and hunt for the words but may merely glance at the equivalent words or phrases at the bottom of the page and continue reading for content and understanding. Placing the equivalent word on the page lessens the significance given the word and the learners' attention is focused upon the meaning of the text as it appears in English. The native language translation is "glossed over," so to speak.

In the following example - Page 3 of Unit 41 of the Nursing Assistant course - note the use of the native language of the learners. A number of words have been glossed with the Spanish equivalents given at the bottom of the page. Also notice that 10% of the words and phrases are glossed on the page. If a text necessitates a large number of glosses, say more than 25%, it is probably too difficult a text for the trainees and supplementary material should be provided.

UNIT 41: ADMISSIONS AND DISCHARGE

Read this material:

New patients may be suffering acute[1] distress[2] upon their arrival. And even for those new arrivals who are not experiencing severe pain, the entrance into a hospital is almost always accompanied by considerable apprehension[3]. Recognizing and being sensitive[4] to the new patients' mental state is of the utmost[5] importance to the Nursing Assistant. Their welfare is your number one responsibility. Many patients in recollecting[6] their experiences in a hospital have legitimately[7] complained about the health workers appearing to be more concerned about their routines and regular duties than about them.

Often the mental distress is as severe or more so than the physical suffering. Since the nursing and medical staff is responsible for providing the medicines, the Nursing Assistant can devote[8] considerable time to the emotional state of the patient. If there appears to be physical pain then the nurse or doctor can be called at once. However,if the distress appears to be psychological you will be called upon to give reassurance[9] and encouragement[10]. By showing concern and interest in the patient's well-being,[11] a relationship of trust can be established early. It is this trust that forms the basis for future cooperation between the patient and the medical staff and sets the stage[12] for physical and mental recovery. It is this relationship which helps the patient make the transition to the hospital environment.

1. agudo
2. dolor
3. aprensión
4. sensible
5. suma, extrema
6. recordando
7. legítimamente
8. dedicar
9. dar confianza
10. dar ánimo
11. bienestar
12. preparar (el estado de ánimo)

CHECKLIST FOR ADEQUACY OF MATERIALS

- ☐ Vocational objectives specified.
- ☐ Vocational English objectives specified.
- ☐ Methods of evaluating trainees verbal and performance skills developed.
- ☐ Specialized vocational vocabulary identified.
- ☐ Phrases essential to job performance specified.
- ☐ Equipment and materials needed in performing vocational tasks listed.
- ☐ Procedures necessary for mastery of skills specified.
- ☐ Bilingual vocational exercises created.
- ☐ Variety of vocational English pattern practice drills developed.
- ☐ Accuracy of native language translation verified.
- ☐ Cultural bias eliminated.
- ☐ Sex bias eliminated.